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ABSTRACT

This document describes the Adult Literacy Information and Evaluation System (ALIES), which is the management information system for New York City's citywide adult education program expansion effort begun in 1984. Chapter 1 describes the organization's creation in order to provide timely and reliable information to funders about the effects of the literacy programs. Chapter 2 explains the conceptual framework on which ALIES was developed, including its provision of information to funders, its provision of information to local program managers, and its research function. Chapter 3 describes the processes used during the system's development and includes sections on development, testing, and implementation during the years 1984-85, 1985-86, 1986-87, and 1987-88. Chapter 4 describes the data elements, forms, collection procedures, entry procedures, files, and reports that compose the system. (Sets of data reported by each literacy program include projected services, schedule of services, individual student registration, student posttests, student impact data, and program hours. Among the reports that are available are individual student verification, lists of classes, class rosters, final aggregate agency report, longitudinal test histories, address lists, mailing labels, and aggregated impact reports.) Chapter 5 reports future plans for ALIES in the areas of training and technical support, system development, and ongoing research. More than half the document consists of samples of forms to be completed to put information into ALIES, instructions for completing them, and sample documents generated by ALIES. (CML)

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ADULT LITERACY INFORMATION AND EVALUATION SYSTEM (ALIES):
BACKGROUND, STATUS AND FUTURE DIRECTIONS

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Adult Literacy Information and Evaluation System (ALIES):
Background, Status and Future Directions

I. Introduction

A. Background

It is estimated that at least one million adults and older youth in New York City are functionally illiterate - they score below the eighth grade reading level on standardized tests, or they have limited English language proficiency. Many of these individuals cannot find employment and, because of their lack of basic skills, they cannot qualify for most job training programs. In fiscal year 1984 approximately 22,000 of these illiterate adults and older youth attended basic literacy instructional programs in New York City; an estimated 50,000 were turned away from the crowded classrooms.

Under a memorandum of understanding signed March 30, 1984, the Mayor of the City of New York, the Governor, and the Chairman of the Municipal Assistance Corporation (MAC) agreed to initiate several economic development projects for New York City. One initiative that was proposed in this memorandum involved the allocation of MAC monies for the expansion and improvement of basic literacy education (BE) and English for speakers of other languages (ESOL) instruction for adults and older youth.

Expenditures for this initiative were intended to extend the existing program capacity funded since 1963 by the Adult Education Act (AEA) and administered by the New York State Education Department. In fiscal year 1985 the New York State Legislature provided additional funds for adult basic education through the Employment Preparation Education (EPE) bill. These EPE monies were combined with federal AEA and other funds administered by the State Education Department to support adult literacy programs.

Thus, the literacy expansion effort was operated as a collaboration between City and State; its formal label was the New York City Adult Literacy Initiative. The principal purpose of the initiative was to provide the opportunity sought by thousands of adults and older youth to raise their reading and English language abilities to the point where they are eligible for training programs and employment in growing sectors of the economy.

With the advent of the Adult Literacy Initiative in New York City came a rapid expansion of BE and ESOL instructional programs; by fiscal year 1985 the population of program participants nearly doubled in size. Currently more than 50,000 students participate in basic literacy programs in New York City, and this number is growing. With this rapid expansion came the need to strengthen the infrastructure of the city's literacy providing capacity through intensive staff development, data collection and technical assistance efforts.

In response to this need, the Office of the Mayor awarded a contract to the Literacy Assistance Center, Inc., a non-profit technical assistance corporation. The primary function of the Literacy Assistance Center (LAC) is to support the public and private institutions in the city that provide adult literacy services, including community-based organizations, colleges, public libraries and the New York City school system.

The specific tasks outlined in the Literacy Assistance Center contract were quite varied. One major responsibility involved the design and development of a management information system for the citywide adult education expansion effort. The system which was subsequently designed by the LAC is known as the Adult Literacy Information and Evaluation System (ALIES). This paper describes the need for ALIES, its conceptual framework, system development processes, the current status of ALIES, how the system will look by June 30, 1988, and a look at ALIES' future.

B. Emerging Need for ALIES

As it is presently constituted, the adult education system in New York City includes four Literacy Providing Agencies (LPAs): the Board of Education (BOE), the City University of New York (CUNY), the Community Development Agency (CDA), which oversees programs operated by community based organizations (CBOs), and the three public library systems. Each of these LPAs operates various instructional programs designed to improve basic skills among adults and older youth.

The Literacy Providing Agencies differ from each other along several critical dimensions:

- size;
- diversity of student population;
- institutional resources and support;

- experience in the field of adult literacy; and
- instructional programs.

When the LAC began its work in 1984, each of these LPAs had a system in place to collect and report program-related data, and these systems were quite varied. For instance, the Board of Education had (and still maintains) a data base for all of its literacy classes stored on its central mainframe computer. By contrast, each of the CUNY campuses operated with its own manual system for data collection. CBOs and the libraries also had manual systems, however there was no uniformity among them, or between them and the BOE and CUNY.

With the rapid expansion of adult literacy programs in New York City, it became increasingly more important for funders to obtain timely and reliable information about the impact of the expansion on participants and programs. At the same time, in order to support their evaluation and policy needs, a decision was made by funders to require information on individual students. Therefore, newly created and expanding programs were faced with increasing requirements for obtaining, maintaining and reporting data about their literacy efforts. Programs' current information systems (mostly manual) were straining to respond to the burgeoning set of required information and reporting needs. Clearly, a unified citywide management information system, accessible to each of the city's LPAs, was needed for the adult literacy expansion effort.

To develop a unified citywide management information system, the LAC would have to work with the providers' differences and design a system that would function equally well for all of the LPAs and their respective programs. In addition, the LAC would have to coordinate its plans with the existing documentation system and data collection needs of the New York State Education Department and the City of New York.

II. Conceptual Framework

The conceptual framework for ALIES is based upon three major functions or utilizations of the data base: reporting; program management; and research. This framework was selected because it provides a comprehensive means of organizing the varied questions and concerns related to the city's literacy initiative. Such concerns include:

- uniformity of demographic and program information for individual participants;
- protection of the confidentiality of student data;
- responsiveness to a wide range of questions about program participants and outcomes;
- timely and reliable responsiveness to state and city reporting requirements; and
- the creation of a unitary data base from all LPAs for the citywide analysis of adult literacy data.

Furthermore, the framework provides a clear method of linking the data collection forms and activities to the system's output reports. Each of the three functional elements of the framework is discussed in the paragraphs which follow.

A. Reporting

One primary objective of ALIES is to report information to funders on the degree and quality of program implementation. In the case of adult literacy instructional programs, this involves information on the student population served (e.g., how many? what are their demographic characteristics? what is their entry achievement level? what are their achievement gains? what are their employment outcomes? what other impacts accrue to students?), and on the specific operations and activities of the literacy programs (e.g., what services are provided? how often do classes meet? how many instructional hours are provided?). These data are essential to an understanding of the descriptive characteristics of the adult education system in New York City. Moreover, they are crucial in an interpretation of program outcome results.

In order to meet state and city reporting requirements, programs must transmit information on participants, services and outcomes in a timely and reliable way. Such reports often require complicated aggregations and cross-tabulations. At the LPA level, report generation is further complicated by the need for timely transmission and verification of local program data.

Further fundamental characteristics of ALIES are that it should provide LPAs and local program personnel with the facility to generate ad hoc (i.e., non-standard) reports in response to additional (and often unanticipated) information needs, and that it should be expandable to accommodate program growth.

To meet the above reporting requirements (i.e., comprehensive student, program and impact data; timely and reliable reports; efficient data transmission and verification; and flexibility and expandability to generate ad hoc aggregations and cross-tabulations), ALIES needs to maintain a flexible, unit-record (i.e., a separate record for each participant), automated data base. The system must be capable of linking individual student information (demographics as well as outcomes) with program data, and must track this information over time.

B. Local Program Management

Another objective of ALIES is to provide local program managers with ready access to information on program implementation. Such information can be used in a variety of ways, including internal evaluation, program management and reporting to other funders. Questions associated with the local program management function include:

- how do the actual numbers and entry levels of students compare with contractual projections?
- are students heterogeneously or homogeneously grouped? what are the instructional implications?
- what special needs are presented by participants?
- what are the attendance patterns? do they vary from site to site? instructor to instructor?
- what are the most successful referral strategies?

Information related to such questions is useful to program managers and decision makers responsible for managing individual literacy programs. Moreover, such data are invaluable for assessing a wide range of program and staff development needs. A flexible, unit record data base can enhance a program's ability to explore such local management issues.

C. Research

A citywide adult literacy data base of individual student data can serve as a rich resource for enhancing understanding about adult education and the adult learner. Studies can be designed to address a comprehensive set of research questions concerning: characteristics of the population of students served; program outcomes; and the relationships between student characteristics, program characteristics, and outcomes. Specific questions might include:

- how much time is actually spent "on task" in adult literacy programs? in different instructional areas?
- what are the primary predictors of achievement for different groups of students? for different programs? for different instructional models?
- are there differing patterns of enrollment/participation for different groups of students?

In addition, longitudinal studies can be designed for determining the multi-year impact and long-term effects of program participation on various groups of program participants. For example, do students retain or surpass their initial growth during a second year of participation? What segments of the served population continue beyond a single year? What is the relative impact of multi-year participation? What are the patterns of growth evident for participants in adult literacy programs? Besides gains in reading, math or language achievement, what other changes do students experience after program participation? What factors contribute to increased student retention? Are there predicting factors related to dropout status? Why are some students more successful than others in acquiring literacy skills and/or obtaining employment? What instructional strategies contribute most to program effectiveness?

Longitudinal studies will make extensive use of the ALIES data base. However, other sources of data may be necessary for more comprehensive research efforts related to understanding the functionally illiterate adults and older youth who are served by the city's programs. Clearly, a wide variety of research questions can be raised and answered through the ALIES system alone and in combination with other research efforts. A flexible, unit record information system will greatly facilitate an iterative inquiry process for such research efforts. The outcomes of such investigations will be beneficial to the future development and refinement of adult literacy programs.

III. Development Process

In response to the system's various functional requirements, it was determined that ALIES should be developed for micro-computer rather than mainframe processing. In this way, programs equipped with their own micro-computers could use the system both to respond to funders' reporting requirements, and to satisfy their own local reporting, research and program management needs. Unit record data could be transmitted from each program to the appropriate LPA or to the LAC for aggregation and analysis.

The complexities of developing any management information system designed to serve such varied needs and to be implemented in such a large and diverse environment, necessitates that the components be developed, tested and implemented over several years. Thus, to insure that the ALIES design can be fully implemented and used by all LPAs and programs in the New York City literacy initiative, individual system components must be fully tested in the field at each critical stage of the system's development. Results of the field tests enable the ongoing refinement of the system prior to wide scale implementation. The considerable effort expended in the initial stages of system development and in careful testing is necessary to assure successful implementation throughout New York City. The ALIES four-year developmental process is summarized in the following paragraphs. Milestones regarding system development, testing, and implementation are described on the following pages.

A. Year 1: 1984-1985

System Development. During the first year of the project there was a heavy emphasis on system development. Milestones during this period included:

- development of an overall system plan;
- design of initial data collection forms and procedures (e.g., Individual Student Record Forms, Turnaround Documents, Projected Services Forms, Schedule of Services Forms); and
- initial software development for the file structures, data entry procedures, file maintenance procedures, and preliminary report generation.

Testing. Testing during the first project year focused on the use of the new Individual Student Record Form, and on limited centralized use at the LAC of the newly developed software.

B. Year 2: 1985-1986

System Development. Once again, system development activities predominated during the second year of operations. During this period, milestones included:

- modifications of initial data collection forms and procedures;
- development of a complete first generation software system for ALIES, including:
 - a redesigned file structure;
 - procedures for internally generating precoded turnaround (file update) forms; and
 - procedures for generating interim, final and initial local agency reports;
- development of a first generation system users' manual; and
- development of customized first generation system data elements, entry screens, file structures and reports for CBOs, CUNY and the BOE.

Testing. Several critical field tests were undertaken during the 1985-1986 program year. These included:

- centralized testing of the complete first generation software system;
- on-site testing of the customized first generation system at five diversified program sites - 3 CBOs, 1 CUNY campus, and 1 BOE region; and
- a test of the feasibility of creating, from the ALIES and BOE subsystems, a unified citywide unit-record data file.

Implementation. System implementation began during the 1985-1986 program year. During this period the LAC provided intensive training to the field on the use of all data collection forms and procedures. Forms and procedures were then utilized at all CBOs and CUNY sites throughout the city, creating a unified data system for these two LPAs.

C. Year 3: 1986-1987

System Development. Following upon the second year's field tests, the third project year emphasized expansion and improvement of the first generation system, and the development of appropriate documentation and training materials. Milestones for this period included:

- development of the second generation system, including:
 - a standardized central system with internal (menu-selected) customized options for each LPA;
 - capability to carry returning participants over from one program year to the next;
 - expanded local agency reporting capabilities; and
 - enhanced internal editing and verification procedures;
- development of the second generation system users' manual;
- initial development of a training manual and system tutorial program; and
- development of a longitudinal data analysis plan for the citywide data base.

Testing. The 1986-1987 program year incorporated extensive field testing activities. Milestones during this period included:

- expanded testing of the second generation system, using customized multi-agency options, at three centralized sites - LAC, CDA and CUNY Central;
- expanded testing of the second generation system at twelve (12) decentralized program sites - 5 CBOs, 3 CUNY campuses, 3 BOE regions and 1 library; and
- a test of the functioning of a newly established ALIES users' group.

Implementation. During the third project year the LAC continued to provide extensive training to the field on the use of the system's data collection forms and procedures. In addition, during the 1986-1987 year, a comprehensive analysis of the 1985-1986 citywide (ALIES and BOE) data was undertaken. The analysis was based upon individual student and program data for approximately 50,000 literacy students.

D. Year 4: 1987-1988

System Development. During the fourth program year it is anticipated that a number of critical system development activities will occur. Projected milestones include:

- needed enhancements and refinements of the second generation system, leading to improved capabilities for:
 - student tracking;
 - local management report generation;
 - LPA and citywide aggregations; and
 - speedier processing;
- development of inter- and intra-agency data transfer procedures; and
- development of a technical support system including:
 - technical documentation;
 - revised users' manuals and tutorials;
 - comprehensive training curricula and materials;
 - specifications for a help line and trouble shooters.

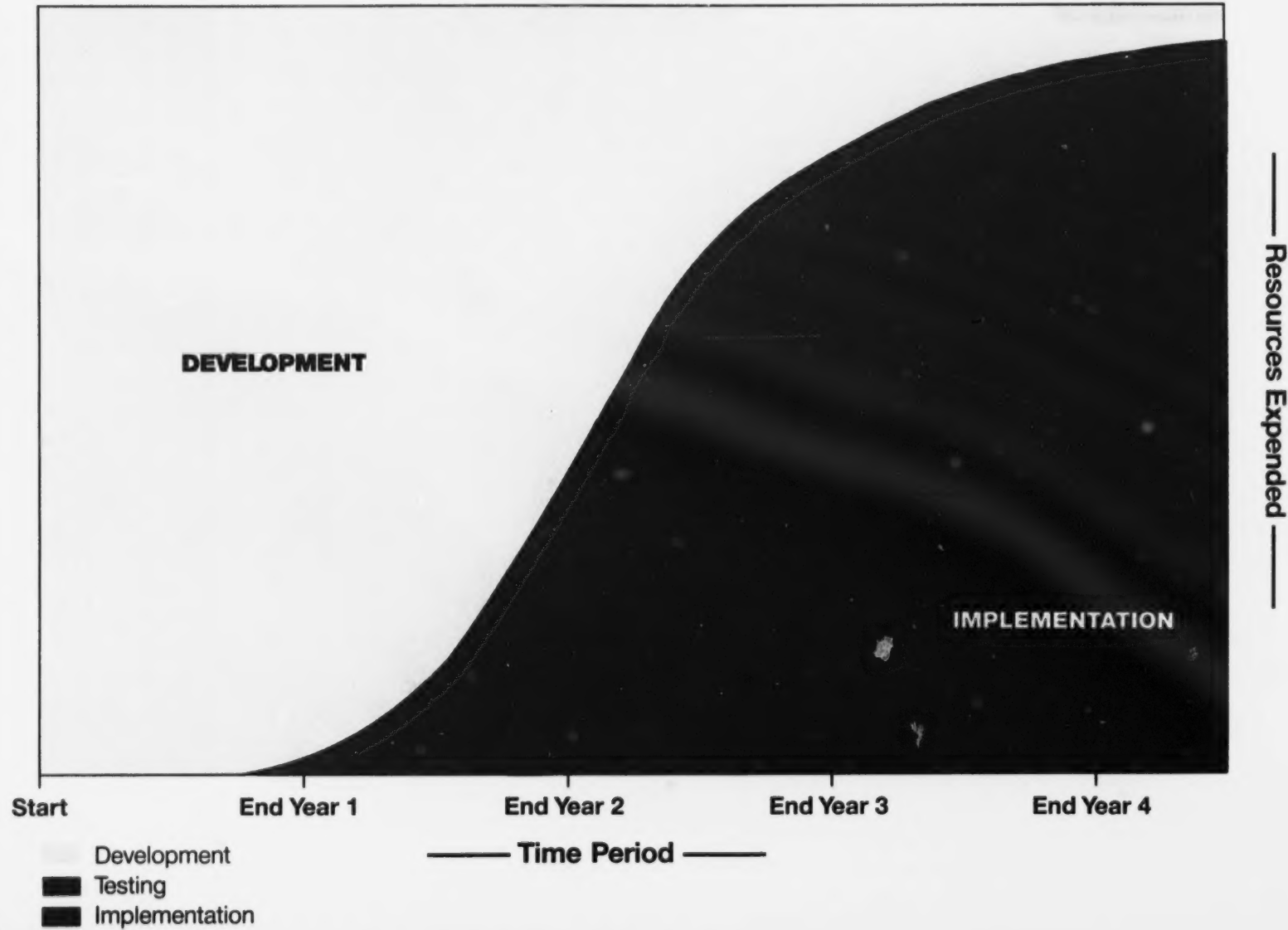
Testing. During this period it is currently anticipated that there will be expanded testing of the second generation ALIES system at 19 decentralized program sites - 9 CBOs, 6 CUNY campuses, 3 BOE regions and 1 library. In addition, training materials and the ALIES tutorial will be tested in the field. Based on field test activities, needed modifications will be incorporated into the second generation system.

Implementation. During the 1987-1988 program year it is anticipated that the longitudinal analysis plan will be carried out with data derived from the 1985-1986 and 1986-1987 citywide data bases.

The figure on the next page illustrates the relationship between ALIES system development, testing and implementation activities over the four project years. It is clear from the illustration that system development activities predominate over all years, and that system-wide implementation must necessarily await testing and test-based modifications and enhancements. Nonetheless, it is anticipated that, by the close of the 1987-1988 program year, the initial ALIES development and testing will be complete. In other words, the system, its documentation and its technical support structure will be in place, and will be available to CDA and CUNY sites for implementation.

Section IV presents an overview of the system, and summarizes how the system addresses New York City's fundamental requirements for reporting, program management and research. In Section V we briefly examine the system's future beyond June of 1988.

The ALIES System Development Process



IV. Addressing the Conceptual Framework in New York City

A. System Overview

The structure, forms and specific procedures that constitute the ALIES system represent a logical configuration that addresses the several concerns and functions which have been described earlier. The system can best be explained through a description of its component parts, namely the data elements and forms, data collection and entry procedures, data files and reports. A complete description of the system is beyond the scope of this paper; however, sample data collection forms and instructions are appended. For this paper we will simply enumerate the main steps in the process:

- basic program projections are completed and entered;
- class schedules are developed and entered;
- student registration information is obtained;
- individual student records are entered into the system;
- current class rosters are generated from the class and student data entered into the system;
- records are updated periodically with impact information (e.g., contact hours, test results, other outcomes); and
- interim, final and a variety of local management reports are generated.

Currently all of New York City's Adult Literacy Initiative programs participate in a uniform data collection process. Programs vary with respect to their data processing procedures; however, each program is required to complete essentially the same information on the same schedule. At most sites, paper forms are completed and sent to an LPA or to the LAC for processing. For such sites, the LPA or the LAC periodically generates update forms which programs use to verify data and indicate impact. Completed update forms are then returned to the LPA or the LAC for file updates and report generation. As part of the testing of ALIES, selected programs have been equipped with microcomputers; all data processing is completed locally at such sites.

The following summarizes the current ALIES implementation in New York City:

- CBOs. CDA is processing data for 13 non-computerized CBOs; 5 CBOs are computer test sites. The LAC is processing data for 19 CBOs.
- CUNY. Central CUNY is processing data for 9 campuses; 3 campuses are computer test sites.
- BOE. Central BOE is processing data for all regions. For 3 regions participating in the ALIES pilot, unit record data are entered and processed on site and then are uploaded from ALIES to the mainframe.
- Library. The New York Public Library is beginning to use ALIES forms at 9 tutorial sites. A computer test is under way at the central facility.

The LAC currently is developing procedures for concatenating data from each of the above LPAs in order to maintain a citywide data base for analytic purposes.

As indicated earlier, it is anticipated that, by the end of the 1987-88 program year, the ALIES development will be complete, fully tested and ready to be phased in at all CDA (CBOs) and CUNY programs. It was originally assumed that the Board of Education would continue to collect and process its own data through its mainframe system, and that its data base would be combined periodically with ALIES data for research purposes. The three library systems, having different reporting requirements and program design, use manual and computer-assisted record keeping systems designed to meet their own particular set of data management and reporting needs.

However, as indicated above, the Board of Education became committed to decentralizing some data processing functions through regional micro-computers. A two-year evaluation of a three-region pilot test of ALIES at the Board of Education will be completed by June, 1988. Similarly, the New York Public Library expressed an interest in utilizing ALIES for their tutorial sites and classes. An ALIES pilot test currently is under way at the New York Public Library (NYPL). For both the BOE and the NYPL, fiscal year '88 and beyond can be periods of on-going development, testing and refinement of the ALIES system.

B. Meeting Functional Requirements

By June, 1988, ALIES will be fully operational at all CUNY and CBO test sites. Each independent computerized site will be able to produce all required reports as well as a wide variety of standard and ad hoc reports for local purposes. The LPAs will be capable of generating required and ad hoc reports for non-computerized sites on request. In addition, procedures will have been developed and tested to allow CDA and Central CUNY to track the collection of data from all their funded programs, and to collect and process all necessary data to produce aggregate reports centrally. By June, 1988, the LAC will have developed, tested and installed appropriate procedures for retrieving data from LPAs in order to generate citywide aggregate reports.

The creation and maintenance of a flexible, longitudinal, unit record student literacy data base, which can be linked with program data, satisfies all of the system's fundamental reporting requirements. The ALIES procedures allow for entry and storage of student and program data which are required by funders. The following sets of data are reported by each literacy program and entered into the data base files for that program:

- projected services;
- schedule of services;
- individual student registration (including pre-tests);
- student post-tests;
- student impacts (hours attended; outcomes other than tests); and
- program hours (for instruction; for testing).

A wide variety of reports are available as ALIES menu choices; these are used for data verification, for production of aggregate reports required by funders, and for local management. Three data verification and two aggregate reports for funders are regularly produced through ALIES for all CBOs and CUNY programs:

- individual student data verification;
- list of classes;

- class roster for each class;
- interim aggregate agency report (as of December 31);
and
- final aggregate agency report (for full fiscal year).

Additional, optional data verification and local management reports include:

- longitudinal test histories;
- program level student listings;
- all information for a given student;
- address lists and mailing labels; and
- aggregated impact reports.

Additional cross-tabulations, aggregations and analyses of data elements at class, site, agency or any other level are virtually limitless, given the flexibility of the data base and the availability of statistical software. Local and citywide use of such a robust data base is only just beginning.

It is anticipated that, by June, 1988, all computerized sites and each LPA will be capable of utilizing their data base to extract timely management information. Program management activities will be designed to improve implementation and to refine and enhance instructional strategies. LPA and local program managers will be able to augment their data bases with additional student and program data, and they will be able to specify locally useful analyses and data displays.

By September, 1988, the LAC will have constructed a complex longitudinal research file from three years of citywide data. As indicated in Section II.C., it is anticipated that many critical research activities will be under way with this file, addressing longitudinal trends and individual learner experiences. The LAC will continue to organize forums for the presentation and discussion of relevant research issues and results, and will continue to gather, review and disseminate findings to the field and to the larger community.

V. A Look at the Future

A. Training and Technical Support

By the close of the 1987-88 program year the LAC will have developed and disseminated complete sets of technical and user documentation for computerized sites and for central LPAs. In addition, tutorials will have been developed for system installation and for normal system maintenance procedures. However, in addition to these products, several additional user supports will be needed. These include:

- an expanded Users Group to exchange ideas, problems and solutions;
- a Help Line/Trouble Shooting Service to provide emergency technical assistance to system users;
- installation support to new users; and
- staff development support. Staff development can take the form of courses, tutorials or on-site demonstrations ranging from basic introductory work on data entry or data management, to advanced trouble shooting techniques.

B. System Development

Systems such as ALIES are rarely deemed to be "finished." Instead, they must continue to adjust to the inevitably changing information and program reporting needs of funders, policy makers and program planners. We anticipate that a standing Advisory Committee, composed of funders, LPAs and programs, will guide future citywide system development activities.

As indicated earlier, the results of the evaluation of the Board of Education's and the New York Public Library's pilot tests may lead to substantial ALIES system development work. In addition, it is anticipated that there will be need for further exploration of the local potential of the ALIES system. As local use expands, it will become increasingly more important for programs to reach beyond meeting state and city reporting requirements. Local program sites must learn to explore more fully the benefits of their new-found data processing capabilities. To that end, it is anticipated that special features, functions and analyses will be developed in order to enhance the system's local utility.

C. Ongoing Research

A data base as complex and complete as New York City's ALIES/BOE system exists no where else. Indeed, by the beginning of the 1988-89 program year the longitudinal file will contain data from three consecutive years. Such a data base can serve as a rich resource for enhancing understanding about adult education and the adult learner. It is our expectation that a significant research agenda will have been developed and will be under way, and that this rich and growing storehouse of information will continue to be systematically and intelligently explored.

SAMPLE FORMS AND INSTRUCTIONS

_____ of _____ pages

____/____/____

____-____

1. Page

2. Date (m/d/y)

3. Agency

3a. CPD

3b. CSD

4. <u>C, L or S</u> _____ 5. <u>C, L or S Code</u> _____ 6. <u>F.S.</u> _____	7. <u>Type(s)</u> <table border="1"> <tr><td>1</td><td>2</td></tr> <tr><td>3</td><td>5</td></tr> <tr><td>4</td><td></td></tr> </table>	1	2	3	5	4		8. <u>Level(s)</u> <table border="1"> <tr><td>1</td><td>2</td></tr> <tr><td>3</td><td>5</td></tr> <tr><td>4</td><td></td></tr> </table>	1	2	3	5	4		9. <u>CAI (Y or N)</u> _____	10. <u>Head Instructor/Coordinator: Last</u> _____	F.I. _____	11. <u>Instructional Personnel</u> _____	12. <u>Enrollees</u> _____
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13. Start Date (m/d/y)
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14. End Date (m/d/y)
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15. Schedule

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Time Begins	: A P	: A P	: A P	: A P	: A P	: A P	: A P
Time Ends	: A P	: A P	: A P	: A P	: A P	: A P	: A P

If different from Agency:

16. Address: Number and Street _____ City _____ State _____ Zip Code _____

17. Telephone: (Area)Number (____) _____ - _____

18. CPD: ____ - ____

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13. Start Date (m/d/y)
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14. End Date (m/d/y)
 ____/____/____

15. Schedule

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Time Begins	: A P	: A P	: A P	: A P	: A P	: A P	: A P
Time Ends	: A P	: A P	: A P	: A P	: A P	: A P	: A P

If different from Agency:

16. Address: Number and Street _____ City _____ State _____ Zip Code _____

17. Telephone: (Area)Number (____) _____ - _____

18. CPD: ____ - ____

19. CSD: ____

4. <u>C, L or S</u> _____ 5. <u>C, L or S Code</u> _____ 6. <u>F.S.</u> _____	7. <u>Type(s)</u> <table border="1"> <tr><td>1</td><td>2</td></tr> <tr><td>3</td><td>5</td></tr> <tr><td>4</td><td></td></tr> </table>	1	2	3	5	4		8. <u>Level(s)</u> <table border="1"> <tr><td>1</td><td>2</td></tr> <tr><td>3</td><td>5</td></tr> <tr><td>4</td><td></td></tr> </table>	1	2	3	5	4		9. <u>CAI (Y or N)</u> _____	10. <u>Head Instructor/Coordinator: Last</u> _____	F.I. _____	11. <u>Instructional Personnel</u> _____	12. <u>Enrollees</u> _____
1	2																		
3	5																		
4																			
1	2																		
3	5																		
4																			

13. Start Date (m/d/y)
 ____/____/____

14. End Date (m/d/y)
 ____/____/____

15. Schedule

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Time Begins	: A P	: A P	: A P	: A P	: A P	: A P	: A P
Time Ends	: A P	: A P	: A P	: A P	: A P	: A P	: A P

If different from Agency:

16. Address: Number and Street _____ City _____ State _____ Zip Code _____

17. Telephone: (Area)Number (____) _____ - _____

18. CPD: ____ - ____

19. CSD: ____

Instructions for Completing
Schedule of Services (15 Day Information) Form

General Directions

The purpose of this form is to collect information about the classes, labs and/or tutorial sites operating within each program cycle at your agency.

Information collected on this form is essential for meeting program reporting requirements and must be accurate. If you do not have some information, or if certain items would not apply to your program,

LEAVE THE BOXES CORRESPONDING TO MISSING INFORMATION BLANK.
DO NOT INSERT DASHES OR ZEROS, AND DO NOT GUESS.

Please be sure to write neatly on these forms as follows:

- o use a black ball-point pen;
- o enter only one letter or number in each box;
- o use only CAPITAL LETTERS; and
- o stay within the boundaries of each box.

These forms are to be submitted within 15 calendar days of the opening of each class, lab or tutorial site. Use as many pages as are necessary to provide information about each class, lab or tutorial site that is opened. (Note that each page of the form contains space for up to three classes, labs or tutorial sites.)

Directions for Completing Each Item

NOTE: Throughout these instructions the word "grid" refers to a group of boxes in which information about a particular item is entered.

1. Page: Enter the page number and the total number of pages used in the top left corner.
2. Date: Enter the month, day and year of today's date (i.e., the day this form is completed) starting in the left-most box of the grid. If necessary, add leading zeros to ensure that the month and day each contain two digits. For example, September 1, 1986 is coded:

09/01/86

2. Date (m/d/y)

3. Agency: Enter your three-letter agency code. (A list of all agency codes is attached.)
- 3a. CPD: Enter your agency's three-character Community Planning District code. The code includes a letter corresponding to the borough (Brooklyn = B; Manhattan = M; Bronx = X; Staten Island = S; Queens = Q), followed by a two-digit number (enter leading zeros as necessary to complete the two digits). For example, Community Planning District #2 in the Bronx would be coded as:

☒-☐☐2
3a. CPD

- 3b. CSD: Enter your agency's two-digit Community School District number. Enter leading zeros as necessary to fill each of the two spaces. Note that the Community School District number is equivalent to the Community School Board number.

Assign a four-digit number (using leading zeros when necessary) to each class, lab or tutorial site that you have opened. During the fiscal year, these numbers can be assigned consecutively within each group (classes, labs, tutorial sites), starting with 0001. For example, the first class would be 0001; the first lab would also be 0001; and the first tutorial site would be 0001. Make sure that each class, lab or tutorial site has its own unique number within its group.

Using as many pages as are necessary, complete the following information for each class, lab or tutorial site that you have opened:

4. C, L or S: Enter the appropriate letter to indicate whether this is a class (C), lab (L) or tutorial site (S).
5. C, L or S Code: Enter the four-digit code you have assigned to the class, lab or tutorial site (e.g., 0001 0002, etc.) in the appropriate grid.
6. F.S. Funding Source. Enter the appropriate one-digit code for this class, lab or site's funding source:

M=MAC/AEA
J=JTPA
R=REAP
W=WEP
D=DSAS
X=Other

7. Type(s): Place an "X" in the appropriate box (or boxes) to indicate the type (or types) of instruction offered at the class, lab or tutorial site. Codes are as follows:

1=Basic Education in English (BE)
 2=Basic Education in Native Language (BENL)
 3=Mathematics
 4=English for Speakers of Other Languages (ESOL)
 5=High School Equivalency (HSE)

Place an "X" in all of the boxes that apply. For example, if a particular class, lab or tutorial site provides only Basic Education in English (BE, code #1), then it would be coded as:

7. Type(s)				
☒	☐	☐	☐	☐
☐	☐	☐	☐	☐

If a class, lab or tutorial site provides both Basic Education in Native Language (code #2) and ESOL (code #4), then it would be coded as:

7. Type(s)				
☐	☐	☒	☐	☐
☒	☐	☐	☐	☐

8. Level(s): Place an "X" in the appropriate box (or boxes) to indicate the level (or levels) of instruction for the class, lab or tutorial site. Codes are as follows:

Codes	Program Types and Achievement Levels
1	BE 0-2.9; BENL 0-2.9; Math 0.2.9; ESOL 1.
2	BE 3-4.9; BENL 3-4.9; Math 3-4.9; ESOL 2.
3	BE 5-6.9; BENL 5-6.9; Math 5-6.9; ESOL 3.
4	BE 7-8.9; BENL 7-8.9; Math 7-8.9; ESOL 4.
5	HSE 9-12

For example, if a particular class, lab or tutorial site provides BE services for students reading between 3.0 and 4.9 (Level 2), then it would be coded as:

8. Level(s)				
☐	☐	☒	☐	☐
☐	☐	☐	☐	☐

If a class, lab or tutorial site serves mixed levels of students, then each appropriate level code box should be marked with an "X". For example, if a particular class, lab or tutorial site provides math instruction for students between levels 0 and 6.9 (codes 1 through 3), then it would be coded as:

9. Level(s)	
☒	☒
4	5

9. CAI: Computer Assisted Instruction: If this class, lab or tutorial site provides computer assisted instruction, enter a "Y" in the box. If not, enter an "N" in the box.
10. Head Instructor/Coordinator: Enter the last name and first initial of this class, lab or tutorial site's head instructor or coordinator, starting in the left-most box of the grid.
11. Instructional Personnel: Enter the number of instructional personnel (i.e., teachers, paraprofessionals, teachers' aides, tutors) serving this class, lab or tutorial site. Use leading zeros as necessary to fill the three boxes of the grid.
12. Enrollees: Enter the current enrollment for this class, lab or tutorial site, starting in the left-most box of the grid. For this purpose, an enrollee is an individual who has attended at least one session. Add leading zeros as necessary.
13. Start Date: Enter the month, day and year that this class, lab or tutorial site started, starting in the left-most box of the grid. Add leading zeros as necessary.
14. End Date: Enter the month, day and year that this class, lab or tutorial site is scheduled to end, starting in the left-most box of the grid. Add leading zeros as necessary.
15. Schedule: Record the schedule for this class, lab or tutorial site by entering the beginning and ending times under the appropriate day(s). Hours and minutes should be recorded as two-digit numbers, with leading zeros when necessary. Circle the "A" for A.M. or the "P" for P.M. For example, a class meeting Mondays and Wednesdays from 10 A.M. to 1 P.M., and Fridays from 10 A.M. to 12 Noon would be coded as:

15. Schedule

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Time Begins	: A P	10:00 P	: A P	10:00 P	: A P	10:00 P	: A P
Time Ends	: A P	01:00 P	: A P	01:00 P	: A P	12:00 P	: A P

(Note that the 12:00 noon end time uses the "A" for A.M.)

Complete items 16 through 19 only if the class, lab or tutorial site's address, telephone number, Community Planning District (CPD) or Community School District (CSD) are different from the agency's.

16. Address: Enter the street address, city, state and zip code of the class, lab or site, starting in the left-most portion of each grid.
17. Telephone: Enter the area code and phone number of the class, lab or tutorial site, starting in the left-most portion of the grid.
18. CPD: Enter the code of the Community Planning District in which the class lab or tutorial site is located.
19. CSD: Enter the number of the Community School District in which the class lab or tutorial site is located.

Repeat items 4 through 19 as often as necessary to account for all classes, labs and/or tutorial sites that your agency has opened.

Be careful not to use the same class, lab or tutorial site codes when completing subsequent "Schedule of Services Forms" during this fiscal year (ending June 30th).

34

Instructions for Completing Individual Student Record FormsGeneral Directions

The purpose of this form is to create a file of basic information about each participating student. For this purpose, a "participating student" is defined as an individual who has:

- o received at least twelve (12) hours of instruction; and
- o has taken an appropriate pretest.

Each completed form must contain at least:

- o the Student's ID Code (item #2);
- o the student's Date of Birth (item #8);
- o the appropriate Pretest Information (item #21); and
the following required student information:
 - zip code (item #6)
 - sex (item #7)
 - ethnic identity (item #9)
 - employment status (item #10)
 - population categories A, B, C, D or X, if applicable (item #11)
 - highest grade completed (item #13)
 - date student began (item #14)
 - initial class(es) (item #15)

Information collected on this form is essential for meeting program reporting requirements and must be accurate. If you do not have some information, or if certain items would not apply to your program,

LEAVE THE BOXES CORRESPONDING TO MISSING INFORMATION BLANK.
DO NOT INSERT DASHES OR ZEROS, AND DO NOT GUESS.

Please be sure to write neatly on these forms as follows:

- o use a black ball-point pen;
- o enter only one letter or number in each box;
- o use only CAPITAL LETTERS; and
- o stay within the boundaries of each box.

Directions for Completing Each Item

NOTE: The term "grid" in these instructions refers to a group of boxes that are used to record information about a particular item. Items listed here in CAPITAL LETTERS with * are required. All other items are optional.

1. AGENCY*: Enter your three-letter agency code in the boxes in the upper right-hand corner of the form. A list of all MAC/AEA agency codes is attached.
2. STUDENT'S ID CODE*: Starting in the left-most box of the left portion of this grid, enter the first three letters of the student's last name, and the first letter of the student's first name. Starting in the left-most box of the right portion of this grid (following the hyphen), enter the month, day and year of the student's birth. The month, day and year should each contain two digits -- use leading zeros if necessary. For example, John Smith, born April 1, 1947, would be coded as:

S	M	I	J	-	0	4	0	1	4	7
---	---	---	---	---	---	---	---	---	---	---

2 STUDENT'S ID CODE*

There must be no blanks in the ten-digit Student's ID Code. If there are fewer than three letters in a student's last name, then enter the two letters of the last name, followed by the first two letters of the first name.

3. Name: Enter the student's last name (family name), first name and middle initial, starting in the left-most box of each portion of the grid.
4. Student's Phone: Enter the student's area code and phone number, starting in the left-most box of the grid. (Remember, the area code for Brooklyn, Queens and Staten Island is 718; for Bronx and Manhattan it is 212.)
5. Student's Home Address: Enter the student's address, including apartment number, city and state, starting in the left-most box of each portion of the grid.
6. ZIP CODE*: Enter the student's five-digit zip code, starting in the left-most box of the grid.
7. SEX*: Enter a check (✓) in the appropriate box: M = male;
F = female.
8. DATE OF BIRTH*: Enter the month, day and year of the student's birth. If necessary, add leading zeros to insure that the month and day each contain two digits. For example, March 8, 1953 is coded:

8 DATE OF BIRTH							
0	3	/	0	8	/	5	3
month			day			year	

9. ETHNIC IDENTITY*: Enter a check (✓) in the appropriate box.
- A. American Indian or Alaskan Native - A person having origin in any of the original peoples of America. This category includes American Indians, Eskimos, and Aleuts.
 - B. Black - A person having origin in any of the Black racial groups of Africa (except for Blacks of Hispanic ethnicity).
 - C. Asian or Pacific Islander - A person having origin in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Phillipine Islands, and Samoa.
 - D. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
 - E. White (other) - A person having origin in any of the original peoples of Europe, North Africa, or the Middle East.
10. EMPLOYMENT STATUS*: Enter a check (✓) in the appropriate box:
- A. Employed, Full-time (35 or more hours per week)
 - B. Employed, Part-time (between 1 and 34 hours per week)
 - C. Unemployed, but available for employment - unemployed for 52 weeks or more
 - D. Unemployed, but available for employment - unemployed for less than 52 weeks
 - E. Unemployed and unavailable for employment.
11. POPULATION CATEGORIES*: Check (✓) all items that apply to this student. If the student is handicapped, check all handicapping conditions that apply. (If items A, B, C, D or X apply, they must be checked; other categories are optional.) Definitions:
- A. RECEIVING PUBLIC ASSISTANCE*: One who is receiving financial assistance from federal, state, and/or local public programs, such as aid for dependent children, general assistance, food stamps, Social Security Insurance, etc.
 - B. INSTITUTIONALIZED*: One who is an inmate, patient, or resident of a penal institution, reformatory, residential training school, orphanage, hospital, school for the physically or mentally handicapped or other general or special institution.

- C. MIGRANT*: One who has moved in the past year in order that he or she might secure temporary or seasonal employment.
- D. IMMIGRANT*: One who is or was an alien or refugee admitted into this country (except those who are exempt under the provisions of the Immigration and Nationality Act).
- E. - Refugee: One who has fled a foreign country or power in order to escape danger or persecution. (This is a sub-category of IMMIGRANT: not all immigrants are refugees, but all refugees are immigrants.)
- F. HS Graduate or Equivalent: One who has received a regular high school diploma or an equivalency diploma (GED), whether from U.S. schools or from those of another country.
- G. Limited English Proficiency: One who is not fluent in the English language.
- H. Registered Voter: One who is presently registered as a voter in the district where he or she resides.
- I. Retired: One who has concluded his or her working or professional career.
- J. Single Parent: One who is unmarried or legally separated from his or her spouse and has a minor child or children for which the parent has either custody or joint custody.
- K. Homemaker: One who is working without remuneration primarily to care for the home and family.
- L. First Generation College: one who will be part of his or her family's first generation to attend college, if he or she were to go to college.
- M. Other Education Program: One who is currently in an academic program other than the adult literacy program reported on this form.
- N. Training Program: One who currently is in a vocational or occupational training program.
- X. HANDICAPPED*: One who has any type of physical or mental disability that substantially impairs or restricts one or more major life activities including walking, seeing, hearing, speaking, working, learning. This definition includes individuals who are alcohol and drug abusers, mentally retarded, hearing impaired, deaf, speech impaired, visually handicapped, emotionally disturbed, orthopedically impaired, those with exceptional learning disabilities and other health impairments. (Specification of handicapping condition(s) is optional.)

12. Years in U.S. Schools: Enter the number of years that this student has attended elementary and secondary schools in the United States (this includes Puerto Rico and other U.S. territories). Do not count kindergarten. Round to the nearest year, and add leading zeros when necessary. (12 is the maximum number of years that can be entered for this item.)
13. HIGHEST GRADE COMPLETED*: Enter the highest grade completed by this student. Add leading zeros if the student completed fewer than ten grades. If the student has completed high school, enter a 12. If the student has completed grades above high school, enter a 13.
14. DATE STUDENT BEGAN*: Enter the month, day and year that this student first received instruction in this agency's program. Add leading zeros as necessary to ensure that month, day and year all contain two digits.
15. INITIAL CLASS(ES)*: Enter the code or codes for the class(es), lab(s), and/or tutorial site(s) to which this student is being assigned. These should match the codes found on your agency's "Schedule of Services (15 Day Information) Form".
16. Referral Source: Enter a check (✓) in the box designating the student's referral source for this program. If "other" (code X), please specify.
17. Annual Family Income: Enter, to the nearest dollar, the current annual income of this student's family. In the boxes labeled "Adults", enter the number of adults supported by this income, and in the boxes labeled "Child.", enter the number of children supported by this income. For this purpose, a "child" is defined as being 18 years of age or younger, or 21 years of age or younger if still in school. Add leading zeros if necessary. Make sure to include the student in the appropriate category. For example:
- o Student A's family earns \$22,000 annually.
 - o Including Student A, there are five people who are supported by this income.
 - o Three of these people are adults; two are children.

This information would be coded as follows:

\$	0	2	2	,	0	0	0	.	0	3	0	2
17 ANNUAL FAMILY INCOME									ADULTS		CHILD	

18. Country of Origin: If this student was not born in the United States, enter the student's country of origin, beginning in the left-most box in the grid. Leave the boxes labeled "Code" blank.

19. State of Initial Settlement: If this student was not born in the United States, enter the state in which the student initially settled, beginning in the left-most box in the grid. Leave the boxes labeled "Code" blank.
20. Year: Enter the last two digits of the year of the student's arrival in the United States. For example, 1983 should be entered as:

8	3
---	---

20 YEAR
21. PRETEST INFORMATION*: Enter all available pretest information derived within the last two months. Pretests must be administered to all entering students who do not have recent test data (i.e., within the past two months). Every student must have at least one required pretest score.

The Individual Student Record Form has space for up to four pretests. When entering data, please enter required tests first. The first two lines are for entry of the most commonly used required tests: the John Test for ESOL students and the TABE Reading Test for BE students. If other tests were administered, they may be entered on the remaining two lines. For each test, enter:

- o pretest date: enter the month, day and year when test was administered, with leading zeros when necessary.
- o prior contact hours: enter the number of hours of instruction that this student has had from the day he or she began receiving instruction until the pretest. Use leading zeros if necessary. Do not include the number of hours it takes to administer the test.
- o test code: there are three components to the test code: Name (two digits); Level (one digit); and Form (one digit).

Name: enter the appropriate code in the left-most two boxes:

Codes for Tests Required by MAC/AEA

TR = TABE Reading
 TM = TABE Math
 CR = CTBS Espanol Reading
 CM = CTBS Espanol Math
 JO = JOHN Test

Other Codes

AB = ABLE
 DR = Degrees of Reading Power
 FR = Fred Test
 WR = Wide Range Reading
 WM = Wide Range Math

Level: use the letter or number assigned by the test publisher which identifies the level used (if more than one character, enter only the first character; if none given, leave blank.)

Form: use the letter or number assigned by the publisher which identifies the form used (if more than one character, enter only the first character; if none given leave blank.)

- o Subscores: enter raw scores (not the grade equivalent or level). Please add leading zeros to raw scores when necessary.

For Reading, report Vocabulary subscores in boxes labeled #1, and Comprehension Subcores in boxes labeled #2.

For Math, report Computation subscores in boxes labeled #1, Concepts and Problems subcores in boxes labeled #2.

For ESOL (John or Fred Test), report only the total raw score -- do not enter any values here.

- o Total Raw Score: enter the total raw core. Please add leading zeros when necessary.
- o Total Grade Equivalent Score (optional): Grade Equivalents and ESOL levels will be calculated for you and reported to programs on turn-around documents. However, if your program needs the G.E. score immediately, use the publisher's manual conversion tables. If you choose, you may also enter the G.E. here.

Example #1: Student A was pretested on the John Test on October 16, 1986, after attending 13 hours of instruction. Student A received a total raw score of 17. Student A's John pretest information would be coded as follows:

John Test	DATE (m-d-y)			PRIOR CONTACT HOURS	TEST CODE			SUBSCORES			TOTAL RAW SCORE	TOTAL G.E. (Optional)
	Month	Day	Year		Name	Level	Form	#1	#2	#3		
John Test	10	16	86	13	J	0	0				017	

Example #2: Student B was pretested in math using the TABE, Level M, Form 3. The test was given on September 25, 1986, after Student B had received 9 hours of instruction. Student B scored 17 on Computation, 20 on Concepts and Problems for a total of 37. Student B's pretest would be coded:

Other Test	DATE (m-d-y)			PRIOR CONTACT HOURS	TEST CODE			SUBSCORES			TOTAL RAW SCORE	TOTAL G.E. (Optional)
	Month	Day	Year		Name	Level	Form	#1	#2	#3		
Other Test	09	25	86	09	T	M	M	3	17	20	37	

NOTE: The back of this form has been designed to record additional information that may be of use to programs. This information is included for the convenience of programs that wish to keep it in their student files. This information is for your records only and is not entered in the computer.

TURNAROUND DOCUMENT
FORM A - Data Verification - FOR AGENCY

LAST NAME	FI	ID#	BIRTH DTF	SEX	ETH GRP 1	EMP STAT 2	POPULATION CATEGORIES 3	PRETEST DATE	PRETEST DFSC	PRETEST SCORES				GE/ I VI.
										1	2	3	T	
1. [REDACTED]	Y	AYFY083152	083152	(F)	(D)	(D)	(A)(D)(G)(I)(K)	(0624R6)	1 (10-0-0)	()	()	()	(62)	(1-3)
2. [REDACTED]	A	RARA090126	090126	(M)	(F)	(D)	(D)(G)(I)()	(0703R6)	1 (10-0-0)	()	()	()	(0)	(1-1)
3. [REDACTED]	F	RARF010633	010633	(F)	(F)	(D)	(D)(G)(K)(I)()	(0703R6)	1 (10-0-0)	()	()	()	(0)	(1-1)
4. [REDACTED]	S	RARS052349	052349	(F)	(D)	(R)	(D)(G)(I)()	(0801R6)	1 (10-0-0)	()	()	()	(0)	(1-1)
5. [REDACTED]	W	CHAW011733	011733	(F)	(C)	(F)	(D)(H)(K)()	(0519R6)	1 (10-0-0)	()	()	()	(62)	(1-3)
6. [REDACTED]	Z	CHEZ072863	072863	(M)	(C)	(A)	(A)(D)(I)()	(0411R6)	1 (10-0-0)	()	()	()	(0)	(1-1)
7. [REDACTED]	A	GAMA123031	123031	(M)	(A)	(F)	(A)(D)(G)(I)(X)	(1007R6)	1 (10-0-0)	()	()	()	(30)	(1-2)
8. [REDACTED]	G	GOLG082827	082827	(M)	(F)	(D)	(D)(G)(I)()	(0703R6)	1 (10-0-0)	()	()	()	(3)	(1-1)
9. [REDACTED]	D	GOLD122535	122535	(F)	(F)	(D)	(D)(G)(I)()	(0703R6)	1 (10-0-0)	()	()	()	(0)	(1-1)
10. [REDACTED]	P	GOLP JANP110142	110142	(F)	(C)	(R)	(D)(G)()	(0509R6)	1 (10-0-0)	()	()	()	(52)	(1-3)
11. [REDACTED]	M	IIRM012449	012449	(F)	(D)	(F)	(A)(D)(G)(I)(I)	(0304R6)	1 (10-0-0)	()	()	()	(43)	(1-3)
12. [REDACTED]	A	MARA112722	112722	(F)	(D)	(R)	(D)(G)(I)()	(1007R6)	1 (10-0-0)	()	()	()	(25)	(1-2)
13. [REDACTED]	F	MARF081859	081859	(F)	(D)	(F)	(D)(G)(K)(I)()	(1010R6)	1 (10-0-0)	()	()	()	(2)	(1-1)
14. [REDACTED]	J	MARJ061350	061350	(F)	(D)	(B)	(A)(C)(G)(I)(K)	(1010R6)	1 (10-0-0)	()	()	()	(34)	(1-2)
15. [REDACTED]	C	MATC112424	112424	(F)	(D)	(C)	(D)(G)(I)()	(1010R6)	1 (10-0-0)	()	()	()	(0)	(1-1)
16. [REDACTED]	G	MFNG011157	011157	(F)	(D)	(D)	(D)(G)()	(0304R6)	1 (10-0-0)	()	()	()	(6)	(1-1)
17. [REDACTED]	R	MORR041441	041441	(F)	(D)	(A)	(D)(G)(I)()	(0516R6)	1 (10-0-0)	()	()	()	(33)	(1-2)
18. [REDACTED]	C	MUNC042749	042749	(F)	(F)	(F)	(D)(G)(K)(I)()	(0916R6)	1 (10-0-0)	()	()	()	(31)	(1-2)
19. [REDACTED]	G	PUMG020870	020870	(M)	(D)	(F)	(D)(G)()	(0930R6)	1 (10-0-0)	()	()	()	(9)	(1-1)

Note 1.

A = American Indian
R = Black
C = Asian
D = Hispanic
E = White (Other)

Note 2.

A = Employed Full-time
R = Employed Part-time
C = Unemployed (Available > 52 wks)
D = Unemployed (Available < 52 wks)
E = Unemployed (Unavailable)

Note 3.

A = Receiving Public Asst
R = Institutionalized
C = Migrant
D = Immigrant
E = Refugee
F = HS Graduate or Equiv.
G = Limited English Profcy
H = Registered Voter
I = Retired
J = Single Parent
K = Homemaker
L = First Generation College
M = Other Education Program
N = Training Program
X = Handicapped

TURNAROUND DOCUMENT
FORM B - Testing Update - FOR AGENCY: [REDACTED]
PREVIOUS TESTS

LAST NAME	FI	ID NUMBER	PREVIOUS TESTS							NEW TESTS										
			TEST DATE	HRS RTWN TESTS	TEST DESC	TEST SCORES					TEST DATE	HRS RTWN TESTS	TEST DESC	TEST SCORES						
						1	2	3	T	GF				1	2	3	T	GF		
1. [REDACTED]	Y.	AYFY083152	(06/24/86)	060	JO-0-0				62											
2. [REDACTED]	A.	RARA090126	(07/03/86)	03	JO-0-0				0											
3. [REDACTED]	F.	RARF010633	(07/03/86)	03	JO-0-0				0											
4. [REDACTED]	S.	RARS052349	(08/01/86)	00	JO-0-0				0											
5. [REDACTED]	W.	CHAW011733	(05/19/86)	096	JO-0-0				62											
6. [REDACTED]	Z.	CHFZ072863	(04/11/86)	110	JO-0-0				0											
7. [REDACTED]	A.	GAMA123031	(10/07/86)	18	JO-0-0				30											
8. [REDACTED]	G.	GOLG082827	(07/03/86)	03	JO-0-0				3											
9. [REDACTED]	O.	GOLD0122535	(07/03/86)	03	JO-0-0				0											
10. [REDACTED]	P.	JANP110142	(05/09/86)	110	JO-0-0				52											

TEST CODES

TR = TARE Reading
 TM = TARE Math
 JO = JOHN Test
 FR = FRED Test

CR = CIRS Espanol Reading
 CM = CIRS Espanol Math
 AR = ARIF

WR = Wide Range Reading
 WM = Wide Range Math
 DR = Degrees of Reading Power

Enter TEST CODE plus Level plus Form for TEST DESC

Circle the TEST DATE for the test to be used as the pretest for the current fiscal year - for EACH student

Test dates enclosed in parentheses are already designated as pretests

TURNAROUND DOCUMENT

FORM C - Program Impact - FOR AGENCY:

REPORTING PERIOD: FROM (/ /) TO (/ /)

INSTRUCTIONAL HRS: ()

OUT OF CLASS CONTACT HOURS FOR TESTING: ()

CUM CONTACT HRS < 12: ()

OUT OF CLASS INSTRUCTIONAL HOURS FOR TESTING: ()

I	LAST NAME	FI	ID#	CONTACT HOURS	I	PROGRAM IMPACT CODES	II	SEPARATION DATE	REASON
1.	[REDACTED]	Y.	AYFY0R3152	()	() () () () () () () () () () () () () () ()	(/ /)	()		
2.	[REDACTED]	A.	BARA090126	()	() () () () () () () () () () () () () () ()	(/ /)	()		
3.	[REDACTED]	F.	BARF010633	()	() () () () () () () () () () () () () () ()	(/ /)	()		
4.	[REDACTED]	S.	BAR5052349	()	() () () () () () () () () () () () () () ()	(/ /)	()		
5.	[REDACTED]	W.	CHAW011733	()	() () () () () () () () () () () () () () ()	(/ /)	()		
6.	[REDACTED]	Z.	CHE7072863	()	() () () () () () () () () () () () () () ()	(/ /)	()		
7.	[REDACTED]	A.	GAMA123031	()	() () () () () () () () () () () () () () ()	(/ /)	()		
8.	[REDACTED]	G.	GOLG0R2827	()	() () () () () () () () () () () () () () ()	(/ /)	()		
9.	[REDACTED]	O.	GOLI22535	()	() () () () () () () () () () () () () () ()	(/ /)	()		
10.	[REDACTED]	P.	JANP110142	()	() () () () () () () () () () () () () () ()	(/ /)	()		
11.	[REDACTED]	M.	LIRM012449	()	() () () () () () () () () () () () () () ()	(/ /)	()		
12.	[REDACTED]	A.	MARA112722	()	() () () () () () () () () () () () () () ()	(/ /)	()		
13.	[REDACTED]	E.	MARE081859	()	() () () () () () () () () () () () () () ()	(/ /)	()		
14.	[REDACTED]	J.	MARJ061350	()	() () () () () () () () () () () () () () ()	(/ /)	()		
15.	[REDACTED]	C.	MATC112424	()	() () () () () () () () () () () () () () ()	(/ /)	()		
16.	[REDACTED]	G.	MENG011157	()	() () () () () () () () () () () () () () ()	(/ /)	()		
17.	[REDACTED]	R.	MORR041441	()	() () () () () () () () () () () () () () ()	(/ /)	()		
18.	[REDACTED]	C.	MUNC042749	()	() () () () () () () () () () () () () () ()	(/ /)	()		
19.	[REDACTED]	G.	PUMG020870	()	() () () () () () () () () () () () () () ()	(/ /)	()		

I. PROGRAM IMPACT CODES

- A = Imprv'd Basic Skills
- B = Imprv'd Comp in Govt & Law
- C = Imprv'd Comp in Cmnty Resrcs
- D = Imprv'd Comp in Consumer Econ
- E = Imprv'd Comp in Parenting
- F = Imprv'd Comp in Occup'l Knowlg
- G = Imprv'd Comp in Health Care
- H = Imprv'd Other Competency
- I = Obtained a HS Equiv. Diploma
- J = Obtained Reg. Local HS Diploma

K = Completed ESOL 4 - into ARE/GED

L = Completed ARE - into GED
M = Into Postsecondary Instruction
N = Into Other Educ. or Training
O = Received U.S. Citizenship
P = Registered to Vote (or Voted)
Q = Obtained a Job
R = Obtained better Job or Upgrade
S = Removed from Public Assistance

II. SEPARATION CODES

A = Health Problems H = Changed Address or Left Area
R = Child Care Probs. I = Got a Job
C = Transport. Probs. J = Entered Training Program
D = Family Problems K = Entered Another Educ. Program
E = Location of Class L = Other Known Reasons (Specify)
F = Time Class Sched. M = Unknown Reasons
G = Lack of Interest

Date Printed: December 15, 1986

Class: 001
Teacher: [REDACTED]

TURNAROUND DOCUMENT

FORM A.1 - Update for Enrollees without Individual Student Record Forms - FOR AGENCY: [REDACTED]

LAST NAME FI ID#

Student had fewer than 12 hours since 7/1/86
(No Individual Student Record Form required)Student had 12 or more hours since 7/1/86
(Please attach Individual Student Record Form)

=====

1 CRANE G. CARC072942

(✓)

()

Date Printed: December 16, 1986

Class: 01
Teacher:

TURNAROUND DOCUMENT

FORM R.1 Testing Update for students whose Individual Student Record Forms are Attached - FOR AGENCY:

LAST NAME	FI	IDN	TEST HRS RTWN				TEST	TEST HRS RTWN				TEST	TEST HRS RTWN				TEST
			DATE	TESTS	DESC	SCORES		DATE	TESTS	DESC	SCORES		DATE	TESTS	DESC	SCORES	
						1 2 3 T					1 2 3 T					1 2 3 T	
1. CRANE	G.	CARC072942	(/ /)	()	(- -)	() () () ()		(/ /)	()	(- -)	() () () ()		(/ /)	()	(- -)	() () () ()	

TEST CODES

TR = TARE Reading
 TM = TARE Math
 JO = JOHN Test
 FR = FRED Test

CR = CTBS Espanol Reading
 CM = CTBS Espanol Math
 AR = ARIE

WR = Wide Range Reading
 WM = Wide Range Math
 DR = Degrees of Reading Power

Enter TEST CODE plus Level plus Form for TEST DESC

Circle the TEST DATE for the test to be used as the pretest for the current fiscal year - for EACH student

Test dates enclosed in parentheses are already designated as pretests.

Date Printed: December 15, 1986

TURNAROUND DOCUMENT

Class: 001
Teacher:

FORM C.1 - Program Impact for students with attached Individual Student Record Forms - FOR AGENCY:
REPORTING PERIOD: FROM (/ /) TO (/ /)

LAST NAME	FI	ID#	CONTACT HOURS	I PROGRAM IMPACT CODES	II SEPARATION DATE	REASON
1. CRANE	C.	CARC072942	()	() () () () () () () () () () () () () ()	(/ /)	()

I. PROGRAM IMPACT CODES

A = Imprvd Basic Skills	K = Completed ESOL 4 - into ARF/GED
B = Imprvd Comp in Govt & Law	L = Completed ARE - into GED
C = Imprvd Comp in Cmnty Resrcs	M = Into Postsecondary Instruction
D = Imprvd Comp in Consumer Econ	N = Into Other Educ. or Training
E = Imprvd Comp in Parenting	O = Received U.S. Citizenship
F = Imprvd Comp in Occupatl Knowlg	P = Registered to Vote (or Voted)
G = Imprvd Comp in Health Care	Q = Obtained a Job
H = Imprvd Other Competency	R = Obtained better Job or Upgrade
I = Obtained a HS Equiv. Diploma	S = Removed from Public Assistance
J = Obtained Reg. Local HS Diploma	

II. SEPARATION CODES

A = Health Problems	H = Changed Address or Left Area
B = Child Care Probs.	I = Got a Job
C = Transport. Probs.	J = Entered Training Program
D = Family Problems	K = Entered Another Educ. Program
E = Location of Class	L = Other Known Reasons (Specify)
F = Time Class Sched.	M = Unknown Reasons
G = Lack of Interest	

Signature: _____

Date: _____

Instructions for Completing Turnaround Documents

General Directions

The purpose of Turnaround Documents is to verify the accuracy and completeness of the student file and to update the file with additional information needed for recording program impact. These documents reflect information supplied by your agency on three forms: Schedules of Services, Individual Student Record Forms and Enrollee Update Forms. Students listed on Turnaround documents are those who were included on your Individual Student Record forms and your Enrollee Update Forms.

The Turnaround Documents consist of six distinct forms.

Three forms are for students whose Individual Student Record Forms have been received by your ALIES data entry center. [You should have sent to ALIES the Student Record forms for all students who have been enrolled a TOTAL of 12 or more hours during the current fiscal year (since 7/1/86), in classes, labs or tutorial sites funded by MAC/AEA.]:

Form A: Repeats data, by class, from the Individual Student Record Forms, for verification;

Form B: Lists, for verification, all tests for the current year as reported by your agency to date, both pretest(s) and posttests, and provides space to add any subsequent tests;

Form C: For recording program impact, i.e. contact hours, accomplishments, reasons for separation.

The other three turnaround documents list students, by class, whose Individual Student Record Forms have not but should have been received by your ALIES data entry center, and students for whom the ID Code on the Student Record form does not match the ID Code on the Student Update form. These forms are as follows:

Form A.1: Data verification for students who have no Individual Student Record Form or for whom the ID Code on the Record Forms does not match the ID Code on the Student Update Form;

Form B.1: This form lists all prior tests recorded (as on the B document -- see above) and provides space to add any subsequent tests;

Form C.1: This form provides space for recording program impact, i.e. contact hours, accomplishments, reasons for separation.

INFORMATION COLLECTED ON THESE DOCUMENTS IS ESSENTIAL FOR
MEETING PROGRAM REPORTING REQUIREMENTS AND MUST BE ACCURATE.

If you do not have some information, or if certain items would not apply to your program,

LEAVE BLANK THE SPACES CORRESPONDING TO MISSING INFORMATION. DO NOT INSERT DASHES OR ZEROS, AND DO NOT GUESS.

Note that the forms have been sent to you in duplicate on NCR paper.

1. DO NOT SEPARATE THE COPIES FROM THE ORIGINALS UNTIL YOU HAVE COMPLETED ALL INFORMATION AND SIGNED FORMS C AND C.1.
2. BE SURE YOU ARE WRITING ON ONE PAGE AT A TIME. IF SEVERAL DOCUMENTS ARE UNDER YOUR WRITING, IT WILL SHOW ON ALL THE DOCUMENTS.

Please be sure to print neatly on these forms, as follows:

Use a black ball-point pen and press hard;

enter the appropriate number of characters within parentheses;

use only CAPITAL LETTERS; and

stay with the boundaries of parentheses.

These forms are to be returned to your ALIES data processing center within two weeks of your receiving them. Send the original (top) copy only and retain the other for your records.

The ALIES data processing centers include the LAC for certain CBOs; the CDA for certain other CBOs; CUNY central offices for CUNY colleges; and regional offices for the BOE literacy programs.

Directions for completing the six forms follow.

Directions for completing Form A:
Data Verification

The purpose of this form is to verify the completeness and accuracy of information submitted by your agency. Form A should include the name, ID Code, birth date, sex, ethnic group, employment status, population categories and pretest information for students enrolled in your agency's literacy program 12 hours or more during this fiscal year (i.e. since July 1, 1986).

Please verify all of the information recorded for each of your students. If any of the information is incorrect or incomplete, proceed as follows.

To correct a Student ID Code:

On the turnaround document, underline the incorrect code and write the correct code directly below it. Do not cross out the incorrect ID Code, as data entry must be able to read the incorrect code in order to access the student's file and change the code. (See sample class 1)

Where any other information is incorrect:

cross out the incorrect information and enter the correct information directly below it. (See sample class 1)

If ID Code and Birth Date do not match:

An asterisk beneath the birth date indicates that it does not match the birth date section of the ID Code for that student. This will require correction of either the ID Code or the birth date. (See sample class 2)

If any information is MISSING:

enter the missing information in the parentheses provided, as follows (See sample class 1):

SEX: Enter an F (female) or an M (male) within the parentheses.

ETH GRP: Enter the appropriate letter code for ethnic group (A-E) within the parentheses. Codes are included as Note 1 at the bottom of the form.

EMP STAT: Enter the appropriate letter code for employment status (A-E) within the parentheses. Codes are included as Note 2 at the bottom of the form.

POPULATION CATEGORIES: Enter the appropriate letter(s) (A-N, and X) to indicate any missing population information. Codes are included as Note 3 at the bottom of the form. Please enter only one letter within each pair of parentheses.

Directions for completing Form A:
Data Verification

The purpose of this form is to verify the completeness and accuracy of information submitted by your agency. Form A should include the name, ID Code, birth date, sex, ethnic group, employment status, population categories and pretest information for students enrolled in your agency's literacy program 12 hours or more during this fiscal year (i.e. since July 1, 1986).

Please verify all of the information recorded for each of your students. If any of the information is incorrect or incomplete, proceed as follows.

To correct a Student ID Code:

On the turnaround document, underline the incorrect code and write the correct code directly below it. Do not cross out the incorrect ID Code, as data entry must be able to read the incorrect code in order to access the student's file and change the code. (See sample class 1)

Where any other information is incorrect:

cross out the incorrect information and enter the correct information directly below it. (See sample class 1)

If ID Code and Birth Date do not match:

An asterisk beneath the birth date indicates that it does not match the birth date section of the ID Code for that student. This will require correction of either the ID Code or the birth date. (See sample class 2)

If any information is MISSING:

enter the missing information in the parentheses provided, as follows (See sample class 1):

SEX: Enter an F (female) or an M (male) within the parentheses.

ETH GRP: Enter the appropriate letter code for ethnic group (A-E) within the parentheses. Codes are included as Note 1 at the bottom of the form.

EMP STAT: Enter the appropriate letter code for employment status (A-E) within the parentheses. Codes are included as Note 2 at the bottom of the form.

POPULATION CATEGORIES: Enter the appropriate letter(s) (A-N, and X) to indicate any missing population information. Codes are included as Note 3 at the bottom of the form. Please enter only one letter within each pair of parentheses.

PRETEST INFORMATION: Enter any missing pretest information as follows:

PRETEST DATE: Enter the pretest month, day and year, with leading zeros, as a six-digit number. For example, September 1, 1986 would be (090186).

PRETEST DESC: See TEST DESC section of Form B directions, page 6.

PRETEST SCORES:

Subtest Scores (columns headed "1", "2" & "3"): See POSTTEST SCORES section of Form B directions, page 7.

Total Raw Scores (column headed "T"): See "Total Raw Scores and Grade Equivalents (or Levels)" section, Form B directions, page 7.

GE/LVL (Grade Equivalent/Level): This is provided on Form A as figured by the computer and based on the total raw score appearing in the "T" column. If you disagree with a grade equivalent or level, check the raw scores and test descriptions on the form, to be sure they agree with those in your files. If they do not, correct them here, on Form A. See "Total Raw Scores and Grade Equivalents (or Levels)" section, Form B directions, page 7.

"MISSING" STUDENTS ?

If a student WHO DOES HAVE 12 CONTACT HOURS TOTAL THIS FISCAL YEAR, is missing from a class's turnaround documents, see last page 12.

Directions for Completing Form B
Testing Update

The purpose of Form B is to verify test information entered to date and to record additional test information obtained during this reporting period.

Form B lists students' tests for the current fiscal year as reported by your agency to date, both pretest(s) and posttests.

For students whose enrollment carries over from last fiscal year, the latest test of each type given the student last fiscal year is listed as the pretest, unless your agency has reported a new pretest which was given in the current year. [To do that, you should have used a new Individual Student Record Form for the returning student (instead of the Enrollee Update Form), only filling in changes in Employment Status and Population Categories, the new Date Student Began, and the new pretest.]

If you did not report a new pretest, but want to now, you can cross off the pretest from both the A and B documents and write in the new one, on the B document

Where information is incorrect:

cross out the incorrect information and enter the correct information directly below it.

CORRECTIONS TO PRETESTS:

The pretest appears on both the A and B documents. You need correct it only on the B document.

The pretest on B document shows the number of contact hours between pretest and the test before that.

(1) If it is a "new" pretest, given at the start of this new fiscal year, the Contact Hours Between Tests should include...

- (a) any contact hours that may have occurred between the student's first attendance in this class and the student's pretest,
PLUS
- (b) if this is a student returning from last fiscal year, any contact hours in class last year that may have occurred between the student's final posttest of that type and June 30th of last fiscal year.

[Rule-of-thumb when figuring Contact Hours Between Tests: the number of Contact Hours Between Tests should always be exactly that!]

(2) There may be a large number of Contact Hours Between Tests if the pretest listed was originally last fiscal year's final posttest. Do not be concerned about these hours and do not change them. They have no effect on your Interim or Final Report information, but are for research only. (Also see CONTACT HOURS, below.)

TO ADD any subsequent tests (See sample class 2, Form B):

For each additional test given a student, enter the test date, contact hours, test description and test scores, as follows:

POSTTEST DATE: Enter the test month, day and year, with leading zeros when necessary, as a six-digit number. For example, September 1, 1986 would be (090186).

CONTACT HOURS BETWEEN TESTS: Enter the number of contact hours (the number of hours of instruction the student received in this class, lab or site) between this test and the prior test. Again, these contact hours have nothing to do your Interim and Final Report figures, but are purely for future research.

[NOTE: Do not include as Contact Hours Between Tests the hours during which the tests themselves took place, regardless of whether the tests are given during class time or outside of class time.]

TEST DESC: The Turnaround Document allows space for up to three components for a test description code: test name (two letters), level (one character), and form (one character). The codes are described as follows:

Test Name: There is space for two-letter codes, as follows:

Codes for tests required by MAC/AEA include:

TR = TABE Reading	CM = CTBS Espanol Math
TM = TABE Math	JO = JOHN Test
CR = CTBS Espanol Reading	

Codes for additional tests (not required by MAC/AEA) include:

AB = ABLE	WR = Wide Range Reading
DR = Degrees of Reading Power	
FR = FRED Test	WM = Wide Range Math

Level: Next, there is a space for one character for entering the letter or number assigned by the test publisher which identifies the level used (if more than one character, enter only the first character; if none given, enter a zero.)

Form: Finally, there is a space for one character for entering the letter or number assigned by the publisher which identifies the form used (if more than one character, enter only the first character; if none given, enter a zero.)

Example: TABE Reading, Form E, Level 3 would be coded as (TR-E-3).

Example: JOHN test, which has no level or form designations, would be coded as JO-0-0

POSTTEST SCORES AND GE (Grade Equivalent or Level):

Subtest Scores: In the columns headed "1" and "2", enter raw scores (i.e., the number of items correct) for each subtest for which there are pretest data.

For Reading, report "vocabulary" subscores in column 1, "comprehension" subscores in column 2, and total scores in column "T".

For Math, report "computations" subscores in column 1, "concepts/problems" subscores in column 2, and total scores in column "T".

For ESOL (JOHN Test), enter no information in subtest score columns. Report only the total raw score, which should be entered in column "T".

Total Raw Scores and Grade Equivalents (or Levels):

Regarding tests required by MAC/AEA:

For JOHN Tests, enter the total raw score in column "T".

For the TABE and CTBS tests, you may have two different situations, as follows:

1. Where you are reporting raw scores for two subtests, enter the raw total of the subtest scores into the column headed "T". You may leave blank the space in the column headed "GE" (Grade Equivalent/Level), as this will be figured by the computer.

2. If you are reporting only one subtest score, do not enter a total raw score -- leave the "T" column blank. The computer does not have the conversion tables to figure Grade Equivalents on single subscores, and a figure in the totals column will result in an inaccurate Grade Equivalent. Here, you must supply the Grade Equivalent or Level, putting it in the "GE" column so that it can be entered into the computer directly.

Regarding tests NOT required by MAC/AEA (see list in TEST DESC section, page 6):

please note that the computer does not have conversion tables for tests NOT required by MAC/AEA, so both raw score totals and Grade Equivalents or Levels must be supplied by you.

NOTE: Tests printed on Form B by the computer and which have the test dates enclosed in parentheses are Pre-tests. Any subsequent tests (Posttests) will not have parentheses around the test dates.

Directions for Completing Form C:
Program Impact

The purpose of this form is to record students' impact information obtained during this reporting period.

At the top of the form, before entering student data, enter the following information in the spaces provided (See samples, Form C):

REPORTING PERIOD: Enter dates corresponding to the beginning and end of this reporting period, which will be either your program's cycle, or, if your program has continuous, year-round enrollment, it will be July 1, 1986 through December 31, 1986 for the Interim Report and July 1, 1986 through June 30, 1986 for the Final Report.

INSTRUCTIONAL HOURS: The number of hours the class was in session during this reporting period.

OUT OF CLASS CONTACT HOURS FOR TESTING and OUT OF CLASS INSTRUCTIONAL HOURS FOR TESTING during this reporting period. In the case where students have been tested for a class but the testing has taken place outside of the class, lab or tutoring session's regularly scheduled hours, you will want to receive credit for the time that entailed. Here, you will report the sum total of the entire class's student contact hours spent in testing outside of scheduled time ("Out of Class Contact Hours for Testing"); and the total number of hours that instructors (or others) spent administering the tests to those students ("Out of Class Instructional Hours For Testing").

CUM. CONTACT HRS. <12 - "Cumulative Contact Hours for Students with Fewer Than Twelve (<12) Contact Hours". "Students with fewer than 12 contact hours" refers to the qualification that, for reporting purposes, a person who has received a total of less than 12 hours of instruction in an agency's literacy program since the start of the fiscal year (July 1, 1986) is not considered to be a student but only an enrollee.

The enrollee's total contact hours includes any and all literacy classes, labs or tutorial sites the person may have attended since July 1 in your agency. If an enrollee's hours in your class, lab or tutorial site, added to his/her hours in all other literacy classes, labs or sites at your agency since July 1, still do not add up to 12 hours, you may NOT report that enrollee...

EXCEPT: on the Turnarounds, you may add his/her hours in this class, lab or site together with the hours of other such enrollees in this class, lab or site, to arrive at the cumulative total of contact hours for "students with fewer than 12 contact hours". This is the figure that goes at the top of Turnaround Document C or C.1, where it says "CUM. CONTACT HRS. <12".

Entering individual student data (See Form C, sample class 2):

For each student enter the contact hours, program impact data and, where applicable, separation data reflecting program impact during this reporting period, as follows.

CONTACT HOURS: Enter the number of contact hours of instruction the student received in this class, lab or site during this reporting period.

[Contact hours received in another class, lab or site during this reporting period (in the event a student transferred in or out of this class, lab or site) will be recorded on the Turnaround Document for that other class, lab or site.]

PROGRAM IMPACT CODES: Enter the appropriate letter(s) to indicate program impact (A-S) during this reporting period. Codes are included as Note I at the bottom of the form. Space is provided for up to ten (10) codes.

SEPARATION: If the student separated from your agency's literacy program during this reporting period, enter the date of separation (use leading zeros when necessary) and the code letter (A-M) corresponding to the reason for the separation. Codes are included as Note II at the bottom of the form. There may be several pertinent reasons, but the computer asks for only one. Select the most appropriate one.

[SEPARATION is equivalent to "dropped out" -- it is not to be filled out when a student has merely transferred out of this class, lab or site into another one within your agency's literacy program. To keep track of where students are currently placed, please refer to the computer printout of class rosters, sent to your agency earlier in the Reporting Period.]

After you have completed Form C, SIGN AND DATE
THE FORM IN THE SPACE PROVIDED AT THE BOTTOM.

Directions for Completing Form A.1
(See sample class 1)

The situation may occur where there is a student in the ALIES system for whom no Individual Student Record (green) Form seems to have been entered by your ALIES data processing center. A student for whom your data entry center never had any Individual Student Record Form may have been entered into the system from a Student Update (yellow) Form. Or, while the data entry center did enter information from the green Student form, the ID Code on the Student Update Form may not have matched that on the green form.

Form A.1 classifies such students into two categories. For this purpose, the form has two broad column headings:

- (1) "Student had fewer than 12 hours since 7/1/86"
- (2) "Student had 12 or more hours since 7/1/86"

For each student appearing on Form A.1, place a check (✓) in the parentheses in the appropriate column to indicate whether the student has had less than twelve contact hours of instruction since July 1, or whether the student has had twelve or more contact hours of instruction since July 1, 1986.

For students with fewer than 12 hours of instruction in your agency's literacy program (counting all classes they are or may have been in since 7/1/86), no Individual Student Record form is necessary.

For students with 12 or more hours, Individual Student Record Forms or Enrollee Update Forms (for students returning from last cycle or fiscal year) must be attached to the A.1 document and sent to your ALIES data processing center.

[If you have already sent in an Individual Student Record Form or an Update Form for a student with 12 or more hours who is listed on Form A.1, simply attach a photocopy of that form. This will enable the ALIES data processing center to verify the accuracy of the student's ID Code. [See page 12]

Instructions for Completing Forms B.1 and C.1
(See sample class 1)

Forms B.1 and C.1 need be completed ONLY for students appearing on form A.1 WHO HAVE RECEIVED TWELVE OR MORE HOURS OF INSTRUCTION SINCE JULY 1, 1986.

INDIVIDUAL STUDENT RECORD OR ENROLLEE UPDATE FORMS MUST BE ATTACHED TO FORM A.1 FOR EACH OF THESE STUDENTS WHO HAS 12 OR MORE HOURS.

Instructions for completing Forms B.1 and C.1 are exactly like the instructions for Forms B and C (pages 5 through 9). However, they need to be followed only for those students on Form A.1 with twelve or more hours of instruction.

After you have completed Form C.1, <u>SIGN AND DATE THE FORM</u> <u>IN THE SPACE PROVIDED AT THE BOTTOM.</u>

Instructions for Students Not Appearing on Any Forms

If, during this reporting period, you provided service in this class, lab or site to additional students who do not appear on either Form A.1 or Form A, proceed as follows:

For any of these additional students who DO have twelve or more hours of instruction, do THREE things:

1. Write the student's name and ID CODE directly onto Document A or A.1.
2. Attach the proper form for that student to Document A or A.1:
 - a) If it is a student whose Individual Student Record form was never sent to your data entry center, attach it here.
 - b) If you are adding a student from last year to this class, and want to use the last posttest from last year as this year's pretest, attach a yellow Enrollee Update Form. If you want to use a more recent test as the pretest, attach a new Individual Student Record form, including on it only changes: the student's new Date Student Began, the right pretest and any changes in employment and population categories.
 - c) If you are transferring a current student into this class from another class, attach a yellow Enrollee Update form.
 - d) If you had already reported the student to your data entry center and the student name and ID Code, as well as other data, are missing, attach a photocopy of the form you had used, whether Individual Student Record Form or Enrollee Update Form.
3. Add the student's name, ID Code and all pertinent information to Documents B and C, or B.1 and C.1, just as you did for the other students listed on the documents.

For those additional students who have less than twelve hours, simply count their contact hours as part of the "CUM. CONTACT HRS. < 12" for this class, lab or site (see page 8).

REMEMBER: After you have completed all the forms for any particular class, lab or tutorial site, SIGN AND DATE THE FORMS IN THE SPACES PROVIDED AT THE BOTTOM OF FORMS C AND C.1.